**1. What is our purpose?**

**To inquire into the following:**

**Transdisciplinary theme: *How We Express Ourselves***

**Central idea**

G4/5: **Body control, smooth transitions, and a variety of elements helps to enhance a gymnastics performance.**

G2/3: **Balances, rolls and jumps are important elements of a gymnastics performance.**

PYR/G1: **Gymnastics involves making patterns in our movements.**

**Summative assessment task(s):**

What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

**Video record the following performances:**

**PYR/G1**

* Students will create their own short performance which involves a pattern in movement

**G2/3**

* Students will create a performance which involves using a variety of elements including a number of rolls, balances, and jumps

**G4/5**

* Students will work in groups planning a final performance which includes both aspects of a floor routine and the use of apparatus while ensuring all participants contribute equally according to level of ability

**What teacher questions/provocations will drive these inquiries?**

**PYR/G1**

What is gymnastics?

What types of rolls, balances, and jumps do you know?

Why are patterns important in gymnastics?

**G2/3**

Why are warm-up activities and stretching a very important part of gymnastics?

What are the most efficient ways of being successful as a group?

Why do we want to have a variety of elements in a performance necessary?

**G4/5**

What are the key requirements for body control in gymnastics?

How can we make a good performance even better?

How can our group best work together when preparing for our routines

Class/grade: PYR - 5 Age group: 5-11

School: International School of Phnom Penh School code:

Title: Physical Education

Teacher(s): Ben Wiggins & Nigel Fitzpatrick

Date: November/December

Proposed duration: number of hours: 10- 12 over number of weeks: 6



PYP planner

Planning the inquiry

**2. What do we want to learn?**

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

**What lines of inquiry will define the scope of the inquiry into the central idea?**

PYR/G1

* What gymnastics is
* Different balances, rolls and jumps
* Round the body to produce smooth rocking movements.
* Combining elements into sequences
* Different types of apparatus used in gymnastics

G2/3

* The importance of warm-up activities and stretching in gymnastics
* Coordinating the different parts of the body
* Working as a group towards a performance
* Link a jump, a roll and a balance
* Perform rolls onto, along and off apparatus
* Combining a variety of elements into sequences

G4/5

* The importance of warm-up activities and stretching in gymnastics
* Which floor skills can best be transferred over to apparatus
* Working as a group towards a performance
* How do we control balances with good body tension and maintenance of body shape.
* Combining a variety of elements into sequences
* How can we add travelling movements and skills into and out of balances whilst using apparatus in a sequence task?

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**4. How best might we learn?**

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

PYR-G5 students practice the new gymnastics skills as phrased in the Central Idea (PYR/G1: patterns, G2/3: rolls, jumps, balances, G4/5: body control, smooth transitions, and practicing a variety of elements both on the floor and using apparatus

PYR/G1

Students will work toward creating their own routine once they have had a chance to practice all of the elements

G2/3 and 4/5

With a partner, students explore as many different possible balances (using laminated sheets) that they can do and record their progress in their Sportfolios.

G2/3 and G4/5

Partner Balance routine- students decide upon 4 balance poses (based on previous learning experience and create a sequence to a 30-second piece of music (record balances in Sportfolios)

*PYR-G5: In groups, start working towards a sequence*.

* + PYR/G1: students create a sequence by ordering pictures of gymnastics elements in their Sportfolios and then practice this sequence (optionally, they can rearrange the order and think of new variations provided there is a pattern in place)
  + G2/3 students, in groups, show as many possible variations of a group of elements to each other and record / draw (stickman) of this sequence on paper. Determine which sequence is best for their final routine
  + G4/5 students, in groups will plan and explain their group routine in their Sportfolios refining when necessary. They must document the entire process, ensuring that all changes made are highlighted. Once the routine has been performed, they must evaluate it (self and peer assessment)

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

**3. How might we know what we have learned?**

*This column should be used in conjunction with “How best might we learn?”*

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

PYR-G5

Watch Cirque de Soleil video as well as gymnastics clips from You Tube

Class Discussion

Unwrapping of Central Idea, Q & A session, demonstrations of current abilities,

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

PYR-G5

Teacher Observation

Record keeping using new PE Skills Assessment Document (attached)

PYR/G1

* Identifying various gymnastics elements and pasting pictures of these elements into their Sportfolios
* Self assessing their own skill level in rolls, jumps, and balances

G2/3

* Identifying strengths and weaknesses and recording this in their Sportfolio (Self Assessment & Peer Assessment)
* Planning, explaining, and evaluating their own short performance in their Sportfolio

G4/5

* Planning, explaining, and evaluating a group performance in their Sportfolios
* Identifying both strengths and weaknesses (on the floor and using apparatus) in their Sportfolios
* Determining which balances they can do with a partner

Planning the inquiry

**5. What resources need to be gathered?**

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Gymnastics mats, ribbons, sound system, CD, DVD, Video, balls, etc.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

We will invite the gymnastics teachers from the after school club to come into our classes to do demonstrations and help out.

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Reflecting on the inquiry

**6. To what extent did we achieve our purpose?**

Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

**7. To what extent did we include the elements of the PYP?**

What were the learning experiences that enabled students to:

* develop an understanding of the concepts identified in “What do we want to learn?”
* demonstrate the learning and application of particular transdisciplinary skills?
* develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

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Reflecting on the inquiry

**9. Teacher notes**

**8. What student-initiated inquiries arose from the learning?**

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

**What student-initiated actions arose from the learning?**

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

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